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ABSTRACT

One of a series of instructional packets to aid schools in reducing sex stereotyping, this guide for teachers (junior high and above) is designed to make students aware of the role interest tests can play in the process of choosing an occupation to prepare for. Focus is on interpreting test results in such a way that past societal expectations are not limiting today's options. The packet is suggested for use as part of a career exploration unit, in introducing the use of the Dictionary of Occupational Titles, or in preparing students to take an established interest test. Contents include a teacher's script (materials to be presented), handout master for a "Mini Interest Quiz," a transparency master, and class discussion guide. (JT)

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ED189337

PROJECT: STRATEGIES FOR SEX FAIRNESS
College of Education
Kansas State University

IS [redacted] MY GUIDANCE TEST LIMITING ME IN CONSIDERING FUTURE ROLES?

A Vocational Education SPECIAL PROJECT
Kansas State Department of Education

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 025 706

Project: Strategies for Sex Fairness
College of Education, Kansas State University

SEX FAIRNESS PACKETS PRICE PER PACKET $1.50

The packets are designed to aid Kansas schools in reducing limitations that sex stereotyping imposes on option choices for boy and girl students. Each packet incorporates affective with cognitive learning to facilitate thinking and discussion. A packet's material can be used alone, in combination with other packets, or to supplement existing instructional/ in-service/out-reach units. Included are complete instructions for using the enclosed script, visual aids, transparency masters, handout masters, or group activities to cover 40-50 minute time periods. Packets are available for schools to address three different fronts - instructional packets for use with junior high or older students, in-service packets for use with school personnel, and out-reach packets for use with community groups.

INSTRUCTIONAL PACKETS:

'Does Occupational Stereotyping Need to Limit Choice?'
Students think through the process of narrowing their occupational options to a choice pool that reflects their interests, abilities, and values. Consideration is given whether occupational stereotyping is a valid reason for removing occupations from one's choice pool.

'Focus on the Future: Changing Lives'
Students are encouraged to think about today's world and the increased flexibility being prepared for both a job and managing a home brings to future choices.

'What Would I Do If That Were I'
Students consider present or potential life situations to explore traditional and nontraditional alternatives. The purpose is to assist in values clarification regarding sex roles.

'My Legal Right - Expanding Male Options'
Students demonstrate the legal right men have to be hired in nontraditional occupations via skit form.

'My Legal Right - Expanding Female Options'
Students demonstrate the legal right women have to be hired in nontraditional occupations via skit form.

'Is My Textbook Limiting Me in Considering Future Roles?'
Students consider that today's world is changing so rapidly textbooks cannot keep up in reflecting society. By recognizing textbook bias that limits choices, students can choose to ignore these limitations.

'Is My Guidance Text Limiting Me in Considering Future Roles?'
Students explore if and how interest inventories limit consideration of occupational options for boys and girls.

IN-SERVICE PACKETS:

'Changing Lives: Future Trends'
Considers the rapidly changing society and expanded skills and resources students need to acquire and face the future.

'My Role as a Change Agent'
Gives the theoretical base that can guide school personnel in creating attitudinal changes in other people.

'My School's Role as a Change Agent'
Explores how institutions can create attitudinal change in its surrounding environment.

'Legislation's Push for Sex Fairness'
Reviews legislation affecting schools and interpreted implications.

'Recognizing My Fair and Unfair Behavior'
Explores how our biases govern our attitudes and actions toward others. Biases are then examined to select those we want to remove/keep in our internal valuing system.

'Evaluating Our School for Sex Fairness'
Discussion of the process a school undergoes in establishing an evaluation that reflects its environmental circumstances.

' Instructional Material - Usage Despite Bias'
Explores how bias can occur in instructional material and methods of counteracting its influence on students.

'Guidance Tests - Usage Despite Bias'
Explores how bias can occur in guidance tests and approaches to reduce any bias during usage.

'The Academic Teacher - Encouraging Non-Traditional Options'
Considers the role academic teachers can take in expanding options for students.

'Vocational Teacher - Encouraging Non-Traditional Options'
Suggests steps vocational teachers can take that makes students less hesitant to consider non-traditional options.

'Counselor - Encouraging Non-Traditional Options'
Presents several different approaches with suggested accompanying activities from which counselors can choose for encouraging students to consider nontraditional careers.

'Creating a Sex-Fair School Environment'
Explores diverse fronts to be considered and action planning stages for a school.

'Differences Between a Girl and Boy?'
Presents what current research shows may be differences by developmental stages.

'Profile of a Non-Traditional Student'
Written by an educational director in industry who relates the problems he observes women face personally and professionally when working in a non-traditional field. Recommendations are made for improving preparation for non-traditional students.

'Home Economics for All'
Suggest approaches that encourage boys/girls to acquire home management skills and consider home economics related occupations.

'Math and Science for All'
Suggest approaches that encourage girls/boys to acquire sufficient math and science skills that occupational options can remain open.

OUT-REACH PACKETS

'Future Trends Create Changing Lives'
Considers the rapidly changing society and expanded skills and resources today's youth need to cope with the future.

'Society's Messages to Youth'
Explores messages coming from diverse sources of a child's environment and how they can limit options a child considers.

'Community Groups-Helping Face the Future'
Considers alternative approaches community groups can take to aid in expanding option choices for today's youth.

'Business and Industry-Helping Face the Future'
Considers alternative measures that business and industry can take to aid schools expand option choices for their students.

'Parents-Helping Your Child Face the Future'
Explores the role parents can play in limiting or expanding option choices for their children.

'New Options in Choosing Vocational Training'
Developed for use with groups of potential students to encourage both boys and girls to consider all course offerings of a school.

'Re-entering the Work Force-New Options'
Developed for use with older groups of potential students or displaced homemakers to encourage considerations of expanded occupational choices.

INSTRUCTIONS

The object of this packet is to make your students aware of the role interest tests can play in the process of chosing an occupation to prepare for. It also encourages students to use their judgement in interrupting a test's results so past societal expectations are not limiting today's options.

The packet was designed to be used alone, in combination with other packets, or to supplement existing instructional units. Many may find the packet or parts of it useful as part of a career exploration unit. Because of activities included in the packet it readily would fit in with introducing the use of the Dictionary of Occupational Titles or in preparing students to take an established interest test. This packet was developed to facilitate discussion as well as to present information. It's effectiveness will be determined by your group's discussion and participation.

Included in this packet are:

1. A teacher's script. This script has action guide notations in the right column.

2. A handout master titled "Mini Interest Quiz".* Copies of this handout for distribution can be made by using any copying machine or by using a Thermofax machine to make a ditto master.

3. One transparency master titled "Activities Showing Interest In Working With Things." By covering each master with a sheet of transparency film and running both the sheet and master through a Thermofax machine, a transpancy for use with an overhead projector can be produced.

4. Two discussion guides to aid in leading class discussion. One is to be used when the transparency is shown and the other to wrap up thinking about socialization's influence on ones interest at the end of the script.

A suggested general format for the presentor is:

1. Before the presenatation
   a. become familiar with the script by pre-reading
   b. set up the overhead projector for showing the transparency

2. Read the script to the group, incorporating the action guide notations on the right hand column when appropriate. It is expected that the script will be adjusted to fit the presentor's style and usage needs.

*SOURCE: The Whole Person Book: Towards Self Discovery and Life Options. (Lincoln, Nebraska: Nebraska Comission of Women) August 1977 (Adapted from Hooks, 1975)

One of the valuable resources you can acquire for meeting challenges in your work force future is preparing for an occupation. The first step in developing such a resource is finding a path through the maze of 35,000 possible occupational choices while selecting which job preparation is best for you. The maze of occupations contain so many possible paths, that when you open the occupational map to begin charting the journey, you often feel overwhelmed, quickly stuff the map in the nearest drawer, and put off the journey until some rainy day comes along. At the same time you cross your fingers that that rainy day will never come. In other words, you are trusting in providence that hopefully you can just muddle through whatever the future brings.

But waiting until events force a muddling approach oftens finds one attempting the journey when time and circumstances no longer allows the fun of finding the neatest route for you. You see, within the maze are direction finders that gives clues for which paths are more right for you to explore. The more direction finders you can take the time and trouble to pay attention to, the less you feel lost and hassled and the more you consider the whole journey a great adventure and fun.

Some of the direction finders that steer us away from false paths are how motivated you are, the information you gather describing interesting occupations, the current job market demand, your desired life style, and most important of all, your own good judgement. The fastest short cuts are when you zero in on <u>you</u> for direction finders. What are your needs that you want met in your future paid work? What are the most important things to <u>you</u>, your values, that you want paid work experience to allow you to keep? What kind of abilities or skills do <u>you</u> have that you are particularly good at? What are <u>you</u> interested in doing because <u>you</u> enjoy it - increasing the chances that your paid work won't become drugery?

Often questions like these are particularly hard to answer for ourself. Our needs, values, abilities, and interests are so mixed together in shaping

the unique person that is you that it is difficult to be able to sort out just one part of you. To aid in giving a person an objective look at a part of oneself, career guidance tests have been developed. This group of tests attempts to steer you toward occupations right for you by considering your likes, dislikes, and interests. They aren't meant to measure your skills, your knowledges, or your ability to acquire certain skills. What they try to do is to tell you what occupational groups of workers share interests and enjoy activities similar to what you do. These tests fall into two basic categories, depending on their approach toward matching interests. One category such as the Kuder Occupational Interest Survey and the Strong Vocational Interest Blank compares your interests to those of men and women currently employed in various occupational groups. In the other category such as the "Self Directed Search", the tests look at your interests to indicate your liking of specific kinds of work or work environments. These likings include such things as preferring to think rather than act, to seek close interpersonal relationships, to have structure and order, to persuade others, or to take concrete action steps when problem solving. These likings are then matched to occupations where workers tend to use these problem solving approaches.

Let's explore one group of these tests to see how they attempt to provide you with dependable direction finders. I'm going to pass out a short Mini Interest Quiz. This quiz has not been tried by lots of other people under controlled conditions. So think of it as being just for fun to help you get a feel of how an established interest test trys to help you sort through your likes and dislikes. A classroom teacher or a school counselor can tell you where in your school to go to take one of the established interest tests if you would like to see what direction finders they give. ---***---

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Pass out Handout #1 Mini Interest Quiz

Notice that this quiz simply list 45 activities. As you read each activity, give your first reaction to whether you enjoy doing that activity

or not. In the blank in front of each activity, put a big E for "I would enjoy doing this" or a big U for "Ugh! I would not like doing this!" ---***--

*** Pause until the class completes quiz

Now, let's quickly try to see if our quiz is trying to tell us any hidden messages. I am going to read you the numbers of some of the activities. If you have an E in front of these numbers, put a big fat D in front of the E. O'kay, put a D in front of any E you have for activity 2, activity 5, activity 7, activity 15, activity 16, activity 19, activity 24, activity 27, activity 28, activity 34, activity 35, activity 37, activity 42, activity 44, and activity 45. Now count up how may D's you have put on your page. Notice at the bottom of the quiz is a D followed by numbers up to 15. Circle the number that tells how many D's you have on your sheet. ---***---

*** Pause until everyone finishes. Clear up any confusion

Now, let's do the same thing to a different group of activities. This time, if you have an E in front of these activity numbers, put a big fat P in front of the E. O'kay, put a P in front of any E you have for activity 4, activity 6, activity 8, activity 9, activity 10, activity 11, activity 17, activity 18, activity 21, activity 22, activity 31, activity 32, activity 33, activity 38, and activity 39. Now count up how many P's you have put on your page. At the bottom of your sheet circle the number of P's you have on your sheet. ---***---

*** Pause until everyone finishes.

Are you ready for the last group? This time, if you have an E in front of these activity numbers, put a big T in front of the E. Put a T in front of any E you have for activity 1, activity 3, activity 12, activity 13, activity 14, activity 20, activity 23, activity 25, activity 26, activity 29, activity 30, activity 36, activity 40, activity 41, and activity 43. Now count up how may T's you have put on your page. At the bottom of your sheet circle the number of T's you have on your sheet. ---***---

*** Pause until everyone finishes.

Next let's look at the bottom of your page. Which group had the most E's - the D group, the P group, or the T group. Remember that E's meant that you enjoyed doing these type of activities. Which group did you give the fewest E's? Before we explore what is the difference between the D group

of activities, the P group of activities, and the T group of activities, don't forget to keep one thing in mind. Today's quiz is just for fun and it isn't as dependable of a road sign as an established interest test gives.

The D group of activities represent working with Data. If you gave this group lots of E's, you tend to like to work with instructions and information. The P group of activities represent working with People. If you gave this group lots of E's, you tend to like to work with the public and fellow group members. The T group of activities respresent working with Things. If you gave this group lots of E's, you tend to like to work with materials, equipment, or products.

It is assumed that every job or occupation involves to some degree working with data, people, and things. One of the main resource book in a counselors office is called the "Dictionary of Occupational Titles" or the D.O.T. In it the Department of Labor has attempted to list all the possible occupations or jobs a person can do and the worker trait assignments belonging to the job. Included in the worker traits is how much that job involves working with data, how much working with people, and how much working with things.

Suppose at the bottom of your mini quiz it showed you had given group P lots of E's, group T very few E's, and group D a number of E's about half way inbetween. In theory, you could search through the list of occupations and pull out those jobs that involve a large amount of working with people, very little of working with things, and about a medium amount of working with data. Your picked occupations would then be options worth your further exploration.

Most established interest test make it even easier for you. Usually the test includes some method of matching your interests to occupations or groups of occupations. You don't have to plow through the D.O.T. because you are orally told or neatly handed which options seem to fit your interests best. Think a little bit about all the paths in the maze of occupations that

the interest test has steered you away from. The interest test stands as a big direction finder.

But there is a danger in depending to strongly on this big flashing direction finder without using an ounce of our own good judgement. Our judgement can tell us that some of the paths or options that we are steered away from should still perhaps deserve a little bit of exploring. Let's look at some of the ways the interest test direction finders may give us false signals. This may give us clues to when it is time for our judgement to enter the scene before closing off some of the options choices. ---***---

(CLASS DISCUSSION)

In varying degrees, interest tests tend to also measure your social-ization. If you are a boy brought up on a farm, chances are you had lots of experience operating and repairing farm machinery. This could influence your score on THINGS looking a lot higher than your score on PEOPLE and DATA. When you use your own good judgement, you may not want to pull out of the D.O.T. just the occupations showing high involvement with THINGS compared to PEOPLE or DATA. You may close off options that could fit you.

Similarly, boys and girls have often been influenced differently by socialization. Girls are often expected to be more people orientated than boys and receive more encouragement to do PEOPLE activities. Boys are often expected to be more THINGS and DATA orientated than girls and receive more encouragement to do THINGS and DATA activities. These expectations come from what society views will be future roles for boys and girls based on American society's past. It also carrys the belief that people are happier doing what is appropriate.

But rapid changes in today's world will force many of us to assume changing roles. We can't afford to be unprepared to cope by having choices closed off due to what society tells us was inappropriate in a yesterday's world. We stand a good chance of being caught flat footed and unable to cope.

*** Show Transparency #1 - Activity Showing Interest In Working with Things (A class disscussion guide accompanies Transparency # 1)

What can you do if you feel that you as a girl have been steered toward PEOPLE activities and away from THINGS or DATA activities. Or if you as a boy feel you have been steered toward THING or DATA activities and away from PEOPLE activities? First, get your feet wet - set out to try some of the activities you have never done before. If you are a boy and haven't taken care of a small child for 3 or 4 hours - set up an experience to try it. Who knows, you may like it. If you are a girl and haven't looked at a diagram and tried to fix something mechanical - set up an experience to give it a try. You may find that this kind of tinkering is fun and leaves a great feeling of accomplishment.

The second thing you can do is to bring your thinking cap along when you match your interests with occupations and job. If you are doing the matching, remember as a girl that your THINGS and DATA score may be registering a little low as you select occupational choices to consider. Remember as a boy that your PEOPLE score may be registering a little low as you select occupational choices to consider.

And you need to be doubly alert if the test is making things easy by also doing the occupational matching task for you. Usually the test makers have found out what workers in an occupation are interested in doing, and not only at work but in their hobbies and spare time. They are assuming that if you are like these people then you will probably like doing the occupation they have chosen. Once again, the workers were looked at in a yesterday's world. In many occupations only men were looked at because only men were doing this job. Or in other occupations, only women were looked at for only women were doing this job. In today's world it is becoming O'kay for a man to be a nurse or a woman an electrician. Be sure it your interest test is doing the matching that your results are given to you both on female and male forms or on a recently revised merged form.

Also keep in mind that your score in a yesterday's inappropriate occupation may not be as dependable of a direction finder as a score in an

appropriate occupation. A non-traditional worker in an occupation may have different interests and likes than a traditional worker in that occupation. For example, a non-traditional worker may not mind being different and like to try something new more than fellow traditional workers do. Your score in yesterday's inappropriate occupation was based on matching with yesterday's workers. A non-traditional occupation may still be worth your exploration even though your matching score is lower than many traditional occupations. Your thinking cap will help you determine your non-traditional occupational choices worth keeping open for you. ---***--- (CLASS DISCUSSION)

*** A Discussion Guide for Wrap up is included.

DISCUSSION GUIDE FOR TRANSPARENCY #1

1. Shown is a list of activities from the Mini Interest Quiz that tested whether you enjoyed working with things. Suppose we look at these activities but instead of asking if you enjoy doing this we ask something different. Is there anyone here that has never built a rocket model? That has never tried cooking a favorite meal? To fix mechanical things? Look over the whole list. How many of these activities have you never really had the chance to try?

2. Do you think people can really tell if they enjoy an activity if they haven't tried it or something very similar at least once?

3. Consider the list again. Can you find any activities that girls would generally have a greater chance of trying? Which ones? Can you find any activities that boys would generally have a greater chance of trying? Which ones?

4. Could your age make a difference in how many activities you have tried? Could how much money your family has make a difference? Whether you grew up in an urban or rural setting?

DISCUSSION GUIDE WRAP UP

1. Why do interest test seem to be based on looking at yesterday's world?

   (1. When created, they are based on the past and then current work force. The process of developing an established test takes several years. It is impossible to be based on today's world when society is changing so rapidly.

   2. Schools often use tests on hand even when a non-current revision.)

2. What advantages do you think there might be for you to at least look at both the traditional and non-traditional occupations you score highest on?

HANDOUT MASTERS

HANDOUT # 1

MINI INTEREST QUIZ

Instructions:

Before each of the following 45 activities put an E if you enjoy doing this
or
U Ugh! not for me!

___1. building rocket models
___2. taking a math course
___3. making sketches or painting
___4. participating in group activities
___5. writing letters
___6. counseling at a camp
___7. reading about special subjects
___8. giving talks
___9. attending plays
___10. taking care of children
___11. serving as a president of an organization
___12. cooking a favorite meal
___13. fixing mechanical things
___14. learning to play a musical instrument
___15. writing a report
___16. reading or writing poetry
___17. helping others with their personal problems
___18. meeting knowledgeable people
___19. playing chess
___20. working in a hospital laboratory
___21. directing the activities of others
___22. following a work plan organized by your supervisor
___23. playing sports
___24. computing income taxes
___25. planting a garden
___26. vacuuming a rug
___27. working math puzzles
___28. decorating your bedroom
___29. learning to use or using a sewing machine
___30. stocking shelves in a store
___31. waiting on people in a store
___32. reading stories to children
___33. going on a family picnic
___34. working crossword puzzles
___35. budgeting money
___36. building birdhouses
___37. doing research
___38. being by yourself
___39. making new friends
___40. working in an office
___41. working on construction
___42. working as an accountant
___43. working as a forest ranger
___44. planning a family vacation
___45. debating with your friends

D	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
P	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
T	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

TRANSPARENCY MASTER

ACTIVITIES SHOWING INTEREST IN WORKING WITH THINGS

1. building rocket models
3. making sketches or painting
12. cooking a favorite meal
13. fixing mechanical things
14. learning to play a musical instrument
20. working in a hospital laboratory
23. playing sports
25. planting a garden
26. vacuuming a rug
29. learning to use or using a sewing machine
30. stocking shelves in a store
36. building birdhouses
40. working in an office
41. working on construction
43. working as a forest ranger

T-1